

# ATTACHMENT B

## Intercultural Competency Implementation Plan for Truth and Reconciliation Commission Call to Action #57

Purpose: To present an Implementation Plan for the City of Nanaimo to respond to Truth and Reconciliation (TRC) Call to Action #57 which calls upon...*municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous Law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.*

The proposed approach involves developing a framework for learning that is:

- Inclusive and respectful of the perspectives of Snuneymuxw and Snaw-Naw-As First Nation Governments, and Nanaimo's Urban Indigenous community of First Nations, Inuit and Métis ancestry.
- Developed collaboratively with representatives of City employees from a cross-section of departments and seniority levels, together with the Union (CUPE 401).

The proposed learning framework outlined below starts by proposing immediate and ongoing actions to implement TRC #57 using existing internal resources. This is followed by a proposed longer term approach where additional resources are likely needed. Subsequently more details on resources and timelines will need to be determined (TBD) following the initial steps identified. This longer term approach will also allow for time to review the need to incorporate any of the recommendations in the Calls to Justice coming out of the National Inquiry into Missing and Murdered Indigenous Women and Girls (MMIWG) released on June 3, 2019.

PROPOSED INTERCULTURAL LEARNING FRAMEWORK STEPS AND ACTIONS			
Description	Specific Actions	Proposed Lead	Timeline
<b>IMMEDIATE AND ONGOING</b>			
Provide staff and community with online information on Snuneymuxw, Snaw-Naw-As First Nation Governments, the history of Indigenous people, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties (including the Douglas Treaty), Aboriginal rights, Indigenous Law, and Aboriginal-Crown relations and Truth and Reconciliation Calls to Action.	<p>Establish a Truth and Reconciliation section on the City's intranet and external website. Ensure information is appropriately vetted by Snuneymuxw and Snaw-Naw-As.</p> <p><u>Intranet:</u> Provide employee contacts and protocols for working with Snuneymuxw and Snaw-naw-As.</p> <p>Provide guidance on doing First Nations territorial acknowledgments for meetings held within the City and outside.</p>	Community and Cultural Planning	Summer-Winter 2019

PROPOSED INTERCULTURAL LEARNING FRAMEWORK STEPS AND ACTIONS			
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	<p>Highlight the different 94 Calls to Action on a weekly basis using notice boards, intranet.</p> <p><u>Website:</u> Provide information with links to existing, respected learning resources.</p>		
Promote existing learning opportunities	Encourage employees to learn on their own time and supervisor approved time, through accessing information on the intranet, attending events, exhibitions (Art Gallery, Museum, Archives), lectures, training and other opportunities provided by external organizations (e.g. Vancouver Island University, professional organizations, non-profits and others).	Community and Cultural Planning with support from Human Resources	Immediate and ongoing
Start monthly series of lunch and learns	<p>Organize intercultural learning opportunities through lunch and learns. These could potentially be videos followed by discussions, and presentations delivered by:</p> <ul style="list-style-type: none"> <li>• Employees with experience working interculturally with Indigenous Government and Peoples.</li> <li>• Staff from the Museum and Archives.</li> <li>• Guests from Snuneymuxw, Snaw-Naw-As and Urban Indigenous groups.</li> </ul>	Community and Cultural Planning with support from Human Resources	Immediate and ongoing
Review and revise historical information provided by the City and use this as foundational educational material for staff and community.	<p>Work with Snuneymuxw, Snaw-Naw-As, Métis Nation, Museum and Archives to review and revise the City's historical information that is available online and in brochures/documents.</p> <p>This includes historical/informational signage around the City.</p>	Community and Cultural Planning	Immediate and ongoing
<b>PROPOSED LONGER TERM LEARNING PLAN DEVELOPMENT</b>			
<b>STEP 1: INVOLVE EMPLOYEES AND UNION</b>			
Involving employees directly in designing the City's response to TRC Call to Action #57 is essential for meaningful and effective employee learning and reinforcing a safe and inclusive workplace.	Find ways to develop an approach to learning that is inclusive of feedback from all levels of employees, CUPE 401 and Human Resources. This could be done through a meeting/s or establishing a working group.	Community and Cultural Planning with support from Human Resources	Fall –Winter 2019 This initial step will determine resource

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	Determine how this work fits / could be integrated with an overall approach to diversity and inclusion best practices.		needs, timing and details for the steps below.
<b>STEP 2: ESTABLISH LEARNING OBJECTIVES AND MEASURES</b>			
Determine what employees need to learn in order to achieve TRC #57.	Establish minimum learning objectives and measures for all employees. This includes onboarding requirements for new employees.	Human Resources with support from Community and Cultural Planning	TBD
	Determine opportunities for scaled learning levels for employees based on their specific positions and interactions with First Nations Governments and Indigenous Peoples.	Community and Cultural Planning with support from Human Resources	TBD
<b>STEP 4: ASSESS LEARNING NEEDS</b>			
Once it is clear what the learning objectives are for employees at different levels, a key step in developing a learning plan involves assessing the learning needs of employees. This includes current knowledge gaps, and understanding different learning styles.	Survey employees to establish current level of intercultural skills and awareness.  This includes surveying managers to determine what level of knowledge is required to support job performance.	Human Resources with support from Community and Cultural Planning	TBD
<b>STEP 5: DOCUMENT AND EVALUATE EXISTING RESOURCES</b>			
Once learning needs have been assessed and objectives identified, the next step is to document and evaluate existing learning resources, and determine the need to develop new resources.  There is no need to reinvent the wheel as there are many existing resources that have been in use for several years, particularly by the health sector.  Consider a diverse range of media / delivery options with a focus on experiential learning. This includes formal learning through to supporting participation in cultural events and celebrations (National Aboriginal Day, Orange Shirt Day etc).	Evaluate existing training options and opportunities under the City's current Human Resources training program.  Explore learning opportunities/resources that can be developed or provided in-house or using existing learning materials that are no or low cost.  Work with City's Cultural Facility Operators (Museum, Archives, Art Gallery, Harbour City Theatre and Port Theatre) to explore and provide learning opportunities.	Human Resources with support from Community and Cultural Planning	TBD

PROPOSED INTERCULTURAL LEARNING FRAMEWORK STEPS AND ACTIONS			
Description	Specific Actions	Proposed Lead	Timeline
	Seek opportunities to work with Snuneymuxw and Snaw-Naw-As First Nation Governments to develop new or deliver existing learning opportunities.	Community and Cultural Planning with support from Human Resources	Immediate and ongoing
	Evaluate and document existing resources available for learning through existing agencies and institutions who have established track records for learning. This could include: <ul style="list-style-type: none"> <li>• Vancouver Island University</li> <li>• First Nations Health Authority</li> <li>• Vancouver Island Health Authority</li> <li>• Provincial and Federal Government</li> <li>• Union of BC Municipality</li> <li>• Justice Institute of BC</li> <li>• Professional organizations (UBCM, LGMA, PIBC, FCM etc.)</li> </ul>	Community and Cultural Planning with support from Human Resources	Winter 2020
	Determine the need for additional resources to support learning opportunities. As needed, provide a report to Council to request support for additional training resources.	Human Resources with support from Community and Cultural Planning	TBD
	Explore grants / other funding opportunities to support learning.	Community and Cultural Planning	Immediate and ongoing
	Discuss partnership learning opportunities with the Regional District of Nanaimo and/ other neighbouring municipal governments.	Community and Cultural Planning with support from Human Resources	Fall – Winter 2019
<b>STEP 6: DEVELOP A LEARNING PLAN</b>			
Using the information and direction gathered through the above steps, establish a baseline learning plan for new and existing employees.	Develop a learning plan for all employees with specific recommendations for employees with roles more closely involved in working with First Nations governments and Urban Indigenous Peoples. Establish training as part of onboarding new employees.	Human Resources with support from Community and Cultural Planning	TBD
<b>STEP 7: IMPLEMENT LEARNING PLAN</b>			
Once the learning plan has been established, the next steps will require managers to promote awareness of, and support employee participation in learning opportunities.	Ensure that employees are aware of learning opportunities and expectations.	Human Resources, Supervisors/ Managers	TBD

PROPOSED INTERCULTURAL LEARNING FRAMEWORK STEPS AND ACTIONS			
Description	Specific Actions	Proposed Lead	Timeline
	Encourage managers to support training as part of professional development and performance management.		
<b>STEP 8: MEASURE AND EVALUATE</b>			
	Track both external and corporate learning opportunities taken by staff. Monitor impact and effectiveness of learning opportunities offered through the City.	Human Resources	Immediate and ongoing